

<b>Standard 7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand: Interpretive Interpersonal Presentational</b>		
<u>Essential Question(s)</u>	<u>Enduring Understanding(s)</u>	
<b>Content Statement(s)</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator(s)</b>
<p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics/activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p>	7.N.M.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
	7.N.M.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
	7.N.M.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
	7.N.M.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
	7.N.M.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
	7.N.M.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
	7.N.M.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
	7.N.M.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Instructional Focus:</b> Creating a video tour of a city in the target language country by combining authentic images of tourist attractions with sound and text descriptions.		
<b>Performance Assessment Task</b> The World Tourism Organization is launching a video tours section on its website: <a href="http://www.unwto.org">www.unwto.org</a> in order to promote tourism of		

countries around the world across the multi-lingual speaking community in the United States. As part of the project, the World Tourism Organization is having a contest for students of world languages in the United States. The contest consists of creating a video tour of a city in the target language country of choice, to be included in the website. The students that create the best video will win an all-expense paid family vacation.

### Instructional Strategies

Click here for input [strategies](#)

#### ▪ **Interpretive mode:**

Provide students opportunities to practice the interpretive through listening and viewing of authentic materials mode as it pertains to tourist attractions.

Students:

- Recognize tourist attractions by identifying [illustrations](#).
- Identify cultural [products](#) by illustrating them correctly.
- Interpret information pertaining to tourist attractions by locating places on a [map](#).
- Research tourist attractions on an [online](#) directory by remembering keywords.

#### ▪ **Interpersonal mode:**

Provide students opportunities to interact with each other to find tourist attractions in the target language country.

Students:

- Exchange information about tourist attractions by completing an [information](#) gap activity.
- Apply learned vocabulary and cultural information on tourist attractions by engaging in a culturally authentic [interview](#).

#### ▪ **Presentational mode:**

Providing students opportunities to share knowledge related to tourist attractions for a real purpose to a specific audience.

Students:

- Apply learned vocabulary on tourist attractions by [sketching](#) a map.
- Create a [presentation](#) on tourist attractions by composing a song, enacting a role play, or providing narration or illustrations.
- Produce a [video](#) tour of a city in the target language country by combining visuals, text and sound.

### Hyperlinks:

Essential Questions	Enduring Understandings
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<p><b><u>6-12:</u></b>  <b><u>Interpretive:</u></b>          How can I better understand what I hear and read when I have just begun learning a new language?</p> <p><b><u>Interpersonal:</u></b>          How do I start, carry on, and end a conversation more effectively?</p> <p><b><u>Presentation:</u></b>          How do I make myself clearly understood when speaking and writing?</p>	<p>I will understand that:</p> <p><b><u>6-12:</u></b>  <b><u>Interpretive:</u></b>          Actively thinking about what I already know helps me better understand.</p> <p>When listening, watching the speaker closely or examining other visual clues help me to understand more.</p> <p>When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</p> <p><b><u>Interpersonal:</u></b>          To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</p> <p><b><u>Presentation:</u></b>          The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.</p>
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### Input strategies:

**Anticipatory Set/Motivation** activates background knowledge of the subject and briefly exposes students to the lesson's objective. The teacher may dress as a tourist or a tour guide by wearing a hat, backpack, etc. Music with sounds from the target language country, and an ongoing slide could be played. Click here for a slide show and audio [Video Tours](#).

**Magic Box** Authentic materials/props such as souvenirs, books, license plates, and crafts can be placed in a box or bag and be incorporated during the introductory lesson to reinforce vocabulary. As a student selects an item from the box, hold it up and tell students what it represents. For example, if a student selects a map, describe it and tell where it is from. Ask students questions related to the object. Is it a book? Is it found in a tourism office? Is it a book or a map? Where is it found? Is it written in Spanish or English? Start with yes/no questions, proceed to either/or and questions that require short response.

**PowerPoint** A PowerPoint presentation can be an effective way to introduce new vocabulary and authentic images. Once the concepts are introduced the teacher may incorporate authentic materials and questioning techniques to check for understanding and reinforcement. For a Power Point sample go to [Video Tours](#).

**Comprehension Task** Students complete an individual comprehension task in which they have to label illustrations on tourist attractions.

**Map/Travel Guide** Using a map of the target language country, students will answer questions about tourist attractions, restaurants, and hotels. For samples and resources go to: [Video Tours](#)

**Online Research** Students research a city in the target language country by gathering information that includes location, a hotel (name, facilities, amenities, prices, etc.) a restaurant (name, specialty, etc.) and main tourist attractions using an online directory and search engines. Samples of online directories and search engines are:

- Spanish/Puerto Rico: <http://www.superpagespr.com/> and <http://www.wepa.com/index-es.html>
- Italy: <http://www.paginegialle.it/>
- France : <http://www.pagesjaunes.fr/>
- China: <http://www.baidu.com/> - <http://www.yahoo.cn/>, <http://www.google.cn/>, <http://www.yp.net.cn/schinese/> and <http://www.whatchina.com/>.

**Information Gap** Students work in pairs to complete an information gap activity on specific cities in the target language country. Each student is given partial information on each city and asks a partner for the missing piece of information. For a sample activity, go to [Video Tours](#).

**Role Play** Students engage in a culturally authentic interview in which they play the role of a representative of the World Tourism Organization (UNWTO) and a student of the target language country of interest. The primary purpose of the interview is for students to demonstrate knowledge of the city researched previously. For a detailed description of the task, go to [Video Tours](#).

**Map Sketching/Commentary** Students sketch a map of the target language country to illustrate information on tourist attractions. There will be two options to complete task:

- a. Fill in a blank map by labeling tourist attractions, routes, landmarks, cities, and any other information presented during the introductory lesson. Include a color-coded grid.
- b. Post commentary using voice and doodling options on a VoiceThread presentation. VoiceThread sample: <http://voicethread.com/#u137616.b401317.i2122577> Note: If you have difficulty opening the voice thread, copy and paste the link on to the address bar.

**Tiered Centers/Cooperative Groups** Tiered activities provide ways of reaching the lesson's objectives by taking into consideration individual student needs. In this activity, students will be assigned to cooperative groups in order to complete the task. Note: This lesson was designed based on a map that highlights tourist routes in Puerto Rico. Activities may be modified to focus on a city's main districts, landmarks or points of interest.

- a. Group #1: Illustration - Using coloring materials, students illustrate a tourist route by creating a drawing for each route introduced in class with the symbol, cardinal point location and name.
- b. Group #2: Narration – Students write a description of each tourist route, including the following information: name, cardinal point location, symbol, and other information such as towns, restaurants and hotels located on the routes.
- c. Group #3: Role-play – Each student in the group assumes the role of one of the symbols of the tourist routes: a coquí, a flamboyant tree, a Puerto Rican parrot, a “Paso Fino” horse, and a panoramic road. They describe each route from a first person perspective, stating their name, cardinal point location and characteristics of the symbol.
- d. Group #4: Song – Students use the track of the song “¿Para dónde vas?” and write a song describing the tourist routes while incorporating towns located in each route. To listen to the song track go to [Video Tours](#)

**Performance Assessment** Students create a video tour of a city in the target language country using Photo Story or a similar application. The video must contain authentic images, background music and a description of the town including tourist attractions, a restaurant and lodging information.

- [Photo Story 3](#)
- [Video Tours](#) sample

For sample activities and resources go to: [Video Tours](#)